

Kingshill Behaviour Curriculum

Kingshill's Values	We are Respectful	We are Hardworking	We show Teamwork
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Behaviour	The aims of the behaviour curriculum	<ul style="list-style-type: none"> At Kingshill, we believe that appropriate behaviour, like any other skill, needs to be taught, modelled and practised. We believe that good behaviour is fundamental to academic success and personal growth. Through it, we aim to foster a respectful learning environment where all members of the school community can flourish. To help our children succeed, we believe that we should teach rather than tell so as a result, our behaviour curriculum goes beyond our behaviour policy. This curriculum identifies the behaviour we will explicitly teach each child. We want our children to understand how and why we behave and to have frequent opportunities doing so for these behaviours to become intrinsic in their everyday lives. Our behaviour curriculum is designed to be accessible for all children from Nursery to Year 2. If needed, we adapt it to suit the needs of all pupils including those with SEND and other additional needs: we want every child to succeed. This curriculum aims to create a safe, calm and supportive environment that protects children from disruption. Our Behaviour Curriculum defines the expected behaviours at Kingshill. It is centred on what successful behaviour looks like rather than a list of prohibited behaviours.
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Modelling	Teaching The Curriculum	<ul style="list-style-type: none"> The behaviour curriculum is taught explicitly during the first week of the Autumn Term alongside the National Curriculum. It is then taught explicitly again in the first week of each new term (3 times per year). Pupils are regularly refreshed of the behaviour curriculum to ensure they understand the expectations of them. This curriculum explicitly outlines behaviours for learning, standards and routines so that we have a shared a consistent language of expectations across school. Children should learn the content of the curriculum so that they can recall the information and act upon it. As with other curriculum content, this should be taught using explicit teaching including regular quizzing to check and strengthen retention. All staff will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content. 	<p>The process for teaching behaviour explicitly is as follows:</p> <ul style="list-style-type: none"> IDENTIFY the behaviour we expect Explicitly TEACH behaviour MODEL the behaviour we are expecting PRACTISE behaviour NOTICE excellent behaviour CREATE conditions for excellent behaviour (organised classroom, prepared staff, excellent relationships and strategic seating plans that enable excellent behaviour for learning)
		<p>It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and can learn in an optimised environment and where teachers are free to teach</p>	

SEND	<p>While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded.</p>	<p style="text-align: center;">Planning for SEND children:</p> <p style="text-align: center;">We plan to support SEND children with their behaviour using guidance from their ECHP, an ISP or behaviour plan. (following our Therapeutic approach)</p>
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Our Pupils will be taught and know the following expectations and routines:

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> • Know that you should always say 'please' when you are asking for something. • Know that you should always say 'thank you' when you receive something, or someone does something nice for you. • Know that you should let any waiting adult or child through a doorway before walking through yourself. • Know that you should say 'Good morning/afternoon' to adults if spoken to around the school. • Know that it is polite to give eye contact to the person you are talking to. 	<ul style="list-style-type: none"> • Know that we wear full school uniform to school – grey trousers/shorts or skirt/ white polo t-shirt/ school logo jumper/ cardigan/ black shoes/ white or grey socks • Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang coats up on their peg with gloves and hats in their book bag. • No Rucksacks and only book bags and draw-string bags are allowed. • Book bags are allowed 1 keyring and the book bags go into their drawers. If you don't have drawers, they go on the pegs or in a box. • Know that we do not wear any jewellery apart from stud earrings. • Know that they can wear a watch but not a smart watch. • Know to wear the correct PE kit on their PE days. 	<ul style="list-style-type: none"> • Know that we enter/exit in silence and we walk into/out of the hall in our register order • Know that we follow the rules for learning – good sitting (hands in lap/ bottoms still), eyes looking, ears listening, lips closed, brainboxes on. 	<ul style="list-style-type: none"> • Know that we walk around school • Know that we walk in a straight line with our hands by our sides • Know that we are polite and courteous to adults / other children with a greeting • Know that we open doors for others • Know that we pick up litter, coats and resources if on the floor or untidy • Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) 	<ul style="list-style-type: none"> • Know that we sanitise our hands before going into the dining room. • When we are sat at the table, we know that we use a quiet voice and talk to the children opposite or adjacent to them only • Know that we line up – one behind the other, quietly. • Know that when eating, we stay in our seats facing our food • Know that we use a knife and fork appropriately (we can model this where needed) • Know that we chew with our mouths closed • Know that we say please and thank you • Know that we put our hand up to get permission to eat our pudding. • Know that we walk in the dining room • Know that if we have eaten a packed lunch, we take wrappers home. • Know that when we have finished, we raise our hand for permission to leave the dining room. • Know that we clear away our table space: tap our tray in the bin, stack it neatly and then put our cup and cutlery gently in the box.
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Toilets	Presentation in Books/ learning
<ul style="list-style-type: none"> • Know that you must try to attend school every day. • Know that you must try to arrive at school on time every day. 	<ul style="list-style-type: none"> • Follow the rules of learning: good sitting, brain boxes on, eyes looking, ears listening, lips closed • Know that we have good sitting posture when at the table: 	<ul style="list-style-type: none"> • Know that we walk to the line using walking feet and voice off • know that we line up in register order • Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> • Know that we must ask to go to the toilet, in class use the toilet Makaton sign https://www.youtube.com/watch?v=krP_uhBKQCxU • Know that there will only be one child in a cubicle at a time. 	<ul style="list-style-type: none"> • Error correction – use line through mistakes made. We don't use rubbers. • Read Write Inc. Books – we tick for correct sounds or letters and we put a line through an incorrect sound or word and correct it above.

<ul style="list-style-type: none"> Know that attending school on time every day is important so that you don't miss important learning. 	<p>Ensure 6 feet on the floor Tummy Near Table Bottoms in the Back of their Chair</p> <ul style="list-style-type: none"> Know that we keep our workspaces /resources tidy (before/during/after work) Know that we treat equipment and books appropriately and with respect Respond to our Team Stop signal – adult says Team Stop, with one hand behind their back and one handheld up by shoulder. Children copy the action. Know and respond to the 1,2,3 silent transition process for moving to and from the carpet (RWI approach) Know the 5 Bees and why we have them (independence). 		<ul style="list-style-type: none"> Shut the door of the toilet if you're using it. Aim down the toilet bowl. Use three sheets of paper to wipe and put the paper down the toilet bowl. Flush the toilet and check it has gone down. One pump of soap onto your hands and wash with water for 20 seconds Turn tap off. Gently, pull two paper towels gently from the box to dry. Put paper towel into the bin. Make sure it doesn't go on to the floor. 	<ul style="list-style-type: none"> Maths – one digit one square. <p>We take pride in all books by:</p> <ul style="list-style-type: none"> Keeping our books free of graffiti Small ticks in self-marking Always using our best handwriting
Key Stage One Morning Playtime Behaviour		Lining Up	Breaktime/Lunchtime Playground Behaviour	
<ul style="list-style-type: none"> Year 2: Know that you must walk from your classroom to the playground. Know that you must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that on the first bell, you freeze and look at the adult, show team stop signal. Know that, on the second bell, you must walk to your line and line up, following our Super Lining Up rules. 		<ul style="list-style-type: none"> We always line up using our 'Super Lining Up' rules: we line up in silence (no talking) our arms by our side we face forward we walk in single file we always line up in register order 	<ul style="list-style-type: none"> Know to use the equipment, showing respect Choose it, use it and put it away! Phrasing to be used to encourage tidiness. Know that equipment stays in set zones of the playground Know we play gentle games Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that on the first bell, you freeze and look at the adult, show team stop signal. Know that, on the second bell, you must walk to your line and line up, following our Super Lining Up rules. 	

All adults in school will model expected behaviour and support the children in remembering expected behaviour by:

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> Use good manners to the children at every opportunity Greet children with a good morning each day when children arrive through the classroom door in the morning. Greet every child with Good Morning or Good afternoon during register time Hold the door for others and showing gratitude (say thank you) when someone holds the door for you. Give children the opportunity to perform unsupervised tasks when trust has been gained. Model for children to ask 'how are you?' to the staff and children. 	<ul style="list-style-type: none"> Ensure children's uniform is always correct. Provide 'spare' correct uniform as appropriate Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. Offer preloved uniform to those families who need it. Be understanding and fair yet uphold the standards expected Check uniform regularly, in line with the routines part of this document Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> 5 rules of learning on show at the front of the assembly hall Verbally remind children of expectations and praise children for meeting them Organise class into register order in classroom Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) Ensure calm entrance and exit from hall by playing calm music on entrance and exit Adults passing through the hall, do not talk to one another (this is good modelling for the children) Adult leading the assembly use team stop signal if needed 	<ul style="list-style-type: none"> Regularly remind class/ children of expectations when moving through school Line the class up in register order Be polite and courteous to adults / other children with a greeting and hold/open doors for one another Praise and reward children Model manners and showing courtesy to others- e.g., holding doors open Do not set off with a class/group until all expectations are met Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) 	<ul style="list-style-type: none"> Ring the chimes and ask children to 'Stop, Look, Listen'. Strategically guide children to sitting spaces Support and model for pupils how to use a knife and fork when children ask for food to be cut for them. Monitor the cleaning of plates and cutlery Praise and remind of manners Check spaces as pupils leave their eating space Praise and reward the correct behaviour through Fine Dining.
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Toilets	Presentation in Books
<ul style="list-style-type: none"> Engage parents in attendance awareness through regular attendance newsletters. Weekly class attendance certificate Termly individual certificates for 100% attendance. Regularly discuss the importance of attending school especially when on-boarding new children to the school. Teachers, be a visible presence at the classroom door each morning to greet families and children. 	<ul style="list-style-type: none"> All learning areas to have the 5 rules on show using the visual cards. 5Bs are clearly displayed and being referred to regularly by the adults to encourage independence. Use the 1,2,3 RWI approach across all lessons. Use 1,2,3 back to the carpet too. 1 is tidy and stand, 2 is go to your spot and 3 is sit in your spot silently. Ensure allocated places for pupils – tables and carpet Be organised and fully prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, pupil sheets on tables, books /folders on tables, other resources required for lesson ready, supportive and challenge activities ready. 	<ul style="list-style-type: none"> Ensure children line up in register order. Praise or stop and reinforce expectations as required. 	<ul style="list-style-type: none"> Visual prompts to be on display in all toilet areas Prompt children to use the visuals daily. Monitor toilet areas daily and praise the children for their tidiness and respect for the toilets. Reinforce steps to using the toilet correctly whenever needed. 	<ul style="list-style-type: none"> Ensure the front cover of any books are printed (not photocopied) neat and presentable- labelled with the child's name and class name using neat handwriting. Use laminate book covers to protect the cover/back of every book. Always follow the marking and feedback policy Model the expectations of presentation when marking – use the handwriting you expect of them.
Key Stage One Playtime Behaviour	<ul style="list-style-type: none"> KS1 have the same storage on tables (two stacked trays, caddy, one pot for pencils, one pot for coloured pencils) to ensure consistency from Year 1 and 2. Adults to keep own workspace tidy and the classroom tidy. 	Lining Up	Lunchtimes	
<ul style="list-style-type: none"> Shine a spotlight on fantastic playtime behaviours. Provide reminders to children about our school values Teachers collect class promptly at 10.44, ready to collect class and support lining up. 	<ul style="list-style-type: none"> Ensure children line up in register order. Praise or stop and reinforce expectations as required in line with our 'Super lining up' procedures. Do not be afraid to keep practising. 	<ul style="list-style-type: none"> KS1: Areas are set up correctly and before the children come on to the playground Reception: Ensure areas are tidy, accessible and you are signposting children to activities. Ensure you are in your zone and proactively watching the children by scanning across the playground constantly. Teachers come out to collect classes 1 minute before the end of break/lunch (10:44 and 12:59 and 1:14 in R). Praise where appropriate. 		

To embed the behaviour curriculum, we ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	<p>Teach/Reinforce Behaviour Curriculum – Routines and expectations</p> <p>Learning Characteristics taught in class and put on display in class</p> <p>Celebration assembly with focus on values and Learning Characteristics</p>	<p>Revisit learning behaviours and expectations – Weekly Sprints, each class has a session on a Monday to revisit specific behaviours based on needs to class</p> <p>Learning Characteristics referred to in lessons</p> <p>Celebration assembly with focus on values and Learning Characteristics</p>	<p>Revisit learning behaviours and expectations - Weekly Sprint, each class has a session on a Monday to revisit specific behaviours based on needs to class</p> <p>Learning Characteristics referred to in lessons</p> <p>Celebration assembly with focus on values and Learning Characteristics</p>	<p>Revisit learning behaviours and expectations – Weekly Sprints, each class has a session on a Monday to revisit specific behaviours based on needs to class</p> <p>Learning Characteristics referred to in lessons</p> <p>Celebration assembly with focus on values and Learning Characteristics</p>	<p>Revisit learning behaviours and expectations - Weekly Sprints, each class has a session on a Monday to revisit specific behaviours based on needs to class</p> <p>Learning Characteristics referred to in lessons</p> <p>Celebration assembly with focus on values and Learning Characteristics</p>	<p>Revisit learning behaviours and expectations - Weekly Sprints Teach, each class has a session on a Monday to revisit specific behaviours based on needs to class</p> <p>Learning Characteristics referred to in lessons</p> <p>Planning for Week 1 September of new academic year</p> <p>Celebration assembly with focus on values and Learning Characteristics</p>
Assembly Themes	<p>British values School values Diversity assemblies – see assembly plan</p>	<p>British values School values Diversity assemblies – see assembly plan</p>	<p>Learning Characteristics Children’s mental health week Diversity assemblies – see assembly plan</p>	<p>Learning Characteristics Diversity assemblies – see assembly plan</p>	<p>Assemblies focus on Safety Diversity assemblies – see assembly plan</p>	<p>Assemblies focus on Safety Diversity assemblies – see assembly plan</p>
Safeguarding	<p>Worry monsters introduced to all classes Safe hand taught to each class and poster made for display in each class Aspects taught through our PSHE lessons Access to The Hive</p>	<p>Revisit Worry monsters and Safe Hand Aspects taught through our PSHE lessons Anti – bullying week whole school. Safe touch Y1 Access to The Hive</p>	<p>Revisit Worry monsters and Safe Hand Aspects taught through our PSHE lessons Safer Internet Day Access to The Hive</p>	<p>Revisit Worry monsters and Safe Hand Aspects taught through our PSHE lessons Access to The Hive</p>	<p>Revisit Worry monsters and Safe Hand Assemblies focus on Safety: internet safety/ safety in and around water/ safety in the sun/ safe touch linked to Pants are Private / Staying Safe in the Community: Police visit Access to he Hive</p>	
PHSE Curriculum (SCARF)	<p>Me and My relationships</p>	<p>Valuing Differences</p>	<p>Keeping Safe</p>	<p>Rights and Respect</p>	<p>Being my Best</p>	<p>Growing and Changing</p>
Computing Curriculum	<p>E-Safety rules taught and shared with each class and put on display</p> <p>E-safety block of Computing</p> <p>E-safety retrieval at the beginning of Computing lessons</p>	<p>E-safety retrieval at the beginning of Computing lessons</p> <p>Cyberbullying part of anti-bullying week</p>	<p>E-safety retrieval at the beginning of Computing lessons</p>	<p>E-safety retrieval at the beginning of Computing lessons</p>	<p>E-safety retrieval at the beginning of Computing lessons</p> <p>E-safety assemblies: Use of the internet Behaviour when online Sharing of information online What to do when something does not feel safe when online</p>	<p>E-safety retrieval at the beginning of Computing lessons</p>

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



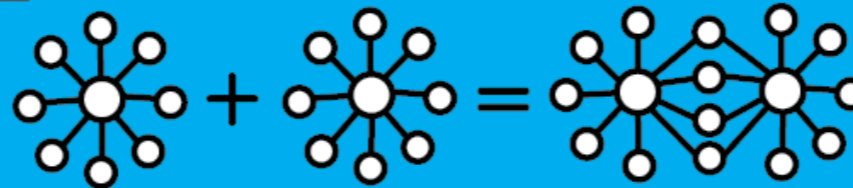
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

08 SCAFFOLDS FOR DIFFICULT TASKS